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ABSTRACT

Written primarily for those who influence vocational program planning and design in high schools, community colleges, and area vocational-technical centers, this guide is intended to help in designing marketing and distributive education programs. It can also be useful to guidance counselors, public information directors, businessmen, and teacher educators. This guide provides discussion and information on the following topics: what marketing and distributive education is; contributions of marketing and distributive education to society; instructional framework for marketing and distributive education programs; curriculum options; client groups; types of instruction; organizational plans; delivery systems; and unlimited program design options. (BM)

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Designing Programs for Marketing and Distributive Education

Gail Trapnell

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Between 1965 and 1977, Dr. Trapnell was employed by the Florida Department of Education where her responsibilities included planning and conducting curriculum development workshops, identifying program needs and developing long-range and annual plans for marketing and distributive education programs statewide.

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Foreword

This publication is written primarily for those who influence vocational program planning and design in high schools, community colleges, and area vocational-technical centers. It is hoped that vocational administrators and supervisors, school principals, school board members, advisory committee members and guidance counselors will find this publication helpful as well.

Its primary purpose is to serve as a guide to the program planner in designing marketing and distributive education programs. But it may also be used in a number of other ways. The publication may serve as a resource for guidance counselors in working with students to develop an awareness of the wide variety of career options available to them in marketing. Public information directors should find it useful in promoting a greater understanding of the scope of available programs. Business people may use it to become more familiar with the range of instructional programs that can be designed to provide qualified personnel for their firms. And teacher educators should find the publication helpful in preparing future teacher-coordinators and supervisors in marketing and distributive education.

WHAT IS MARKETING AND DISTRIBUTIVE EDUCATION?

Marketing and distributive education is vocational instruction for marketing careers. It represents a vast array of programs designed to prepare individuals to enter, progress or improve their occupational competencies in a marketing career.

Marketing can be described as bringing goods and services from those who can produce them to those who can use them. It's the discipline of instruction common to all distributive education programs.

Where does marketing take place? It's going on all around us. Within manufacturing firms where consumer and industrial products are made. At service institutions that meet business and consumer needs. In wholesaling and retailing establishments that provide goods to improve our quality of life. In fact, approximately one-third of all jobs in the United States can be classified as marketing occupations, and more than 40 million workers are employed in those jobs.

Buying, selling, transporting, storing, arranging financing, risk-bearing, researching markets and managing these activities are major marketing functions. All of these functions have one thing in common—they help provide products and services that are needed or desired by people.

CONTRIBUTIONS TO SOCIETY

Marketing and distributive education is an integral part of the total educational program. It is capable of making major contributions to a democratic society. These contributions include:

- Preparing individuals for gainful employment and advancement in marketing
- Increasing efficiency in the delivery of goods and services
- Creating jobs in the private sector of the economy by increasing the number and skills of entrepreneurs
- Preparing marketing personnel to satisfy intelligently the needs and wants of consumers
- Stimulating economic growth through increased demand for products and services
- Developing an understanding and appreciation of the private enterprise system
- Creating an awareness of the civic, social and moral responsibilities of business to society
- Encouraging and promoting the use of ethical standards in business and industry.

INSTRUCTIONAL FRAMEWORK

The instructional framework for every marketing and distributive education program is based on five broad competency areas that are essential for success in any marketing occupation.

The first of these—and the primary focus of every marketing and distributive education program—is marketing *skill development*. Necessary marketing skills include selling, sales promotion (including display and advertising), buying, transporting, storing and preparing merchandise for sale, financing business operations, extending credit to customers, researching market potential and managing a business and its risks.

The second needed competency area is *basic skills*. This area applies the skills developed in reading, listening, speaking, writing and calculating to the specific job requirements found in marketing. For example, students gain expertise in computing mark-ups, mark-downs, sales tax and customer discounts. They learn to prepare financial reports and to communicate effectively with customers.

Social skills are another competency that marketing and distributive education programs must develop. Since most marketing positions are people-oriented, students must learn how to get along with co-workers, handle employer-employee problems, feel empathy for customers' problems and project a courteous, positive attitude to the buying public.

The fourth essential competency area is a *knowledge of a product or service*. Persons in marketing must be totally familiar with the technology of the product or the nature of the service they are distributing. In marketing products, one needs to understand facts about the product's manufacturing process, its characteristics and recent trends in its design. Service marketing calls for an understanding of the specific services offered and their benefits to potential customers.

The final competency that must be developed through any marketing and distributive education program is an understanding of the *economic concepts of private enterprise*. Both employees or employers must know the principles of the private enterprise system. Through marketing and distributive education, they learn about the privileges, restrictions and responsibilities of citizens in a free economy; the role of the government in private enterprise; the importance of profits to economic growth and how to keep costs down.

Through on-the-job training and classroom instruction, students gain the mix of skills needed to succeed in a marketing field.

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CURRICULUM OPTIONS

Marketing and distributive education encompasses a full range of occupations on which to base curricula and serve varied student and community needs. Of course, the selection of any curriculum base should be determined by the current and projected employment needs of the marketing area to be served. For example, if a school is located in a resort area which projects increased employment in tourist-related jobs, curriculum options might appropriately be hotel-motel training, food service marketing and recreation marketing. Or, if a school is situated in a major furniture market, the appropriate curriculum base would be home furnishings marketing.

A national task force, which included marketing and distributive educators throughout the nation, identified specific occupational clusters that may serve as curriculum options. The following occupational clusters include instruction for a wide range of jobs from entry level through ownership/management but do not necessarily conform to the latest reporting requirements of the U.S. Office of Education.

Advertising and Display Services. Focuses on demand creation, sales promotion, display and publicity. Students are prepared for such jobs as copywriter, media buyer, display manager, direct-mail specialist, broadcast announcer and advertising manager.

Apparel and Accessories Marketing. Trains students to market clothing and accessories of all types in retail, wholesale and manufacturing establishments. Program graduates are prepared for such jobs as salesperson, buyer, manufacturer's sales representative and merchandise manager.

Automotive, Recreational, and Agricultural Vehicles and Accessories Marketing. Emphasizes the development of skills needed in marketing cars, vans, trucks, recreational vehicles, tractors, other farm vehicles and implements and related parts and accessories. Career opportunities include parts counterperson, automobile salesperson, manufacturer's sales representative, farm equipment dealer and zone manager.

Finance and Credit Services. Centers on the marketing functions and tasks performed by employees and management personnel in such financial institutions as commercial banks, savings and loan associations, credit agencies, credit unions, consumer finance companies, collection agencies, security and commodity brokerage houses, and in the credit department of retail, wholesale and manufacturing establishments. Graduates are prepared for such occupations as bank teller, securities salesperson, brokerage clerk, credit manager and mortgage broker.

Floristry, Farm and Garden Supplies Marketing. Prepares specialized marketing employees and management personnel who work with floristry, farm and garden supply retailers and wholesalers. Marketed items include live plants, cut flowers, floral arrangements, artificial flowers, plants, garden supplies, garden equipment, feed, seed, fertilizers and other supplies used in farm production. Students are trained for such jobs as floral trimmer, floral designer, buyer of farm supplies, feed and seed salesperson, floral wholesaler and florist.

Most marketing positions are people-oriented. Trainees develop an understanding for customers' problems and a courteous, positive attitude to the buying public.

Food Services Marketing. Trains students for employment in and management of restaurants and fast food businesses. Career options include food vendor, service salesperson, dining room supervisor, maitre d', catering manager, food and beverage control manager and restaurant manager.

General Merchandise Retailing. Develops competencies needed in mass merchandising for such businesses as department stores, variety stores and multi-line drug stores. Graduates may pursue jobs as credit interviewers, customer service clerks, credit investigators, salespersons, department managers, buyers, display managers and merchandising managers.

Hardware and Building Materials Marketing. Offers training for personnel in retail, wholesale and manufacturing firms who market such products as hardware, paint, wallcoverings, lumber, building materials, electrical equipment, plumbing materials, heating and air conditioning equipment and related supplies. Graduates find employment in such jobs as parts counterperson, freight handler, purchasing agent, parts manager, manufacturer's sales representative, zone manager and store manager.

Home Furnishings Marketing. Prepares students for specialized marketing and management positions with home furnishing retailers, wholesalers and manufacturers. Products marketed include furniture, home appliances, floor coverings, draperies, gift items and other specialized lines such as linens, lamps, chinaware and antiques. Graduates are prepared for such jobs as furniture appraiser, antique dealer, floor covering estimator and furniture inspector.

Hotel, Motel and Lodging Services. Focuses on the marketing functions performed by personnel who provide lodging, meals, convention or camping facilities and other accommodations. Students prepare for such jobs as front desk clerk, sales representative, front desk manager, convention coordinator, reservation manager, camp manager and hotel/motel manager.

Industrial and Institutional Marketing. Trains students to market industrial products used by businesses, production industries, professional organizations, hospitals, and governmental agencies and institutions. Graduates are prepared for such careers as materials handler, marketing research interviewer, purchasing agent, traffic manager, commission broker and salesperson.

Insurance. Teaches techniques used in bearing risk by businesses and by individuals. Marketing areas include health, life, casualty, automobile and liability insurance. Graduates may pursue careers as claims processors, estate planners, insurance salespersons or insurance agents.

International Marketing. Covers principles of exportation, trade embargoes, importation and demand creation in foreign markets. Graduates qualify for such positions as import-export clerk, export traffic manager, trader, foreign salesperson and customs house broker.

Marketing activities require basic skills in calculating, as students compute mark-downs, mark-ups, sales tax and customer discounts. The ability to prepare financial reports is important to this field also.

Personal Services Marketing. Focuses on the skills needed by marketing and management personnel who work for such businesses as laundries and dry cleaning establishments, photography studios, beauty shops, beauty spas, pet care shops, rental businesses and barber shops. Career opportunities include such jobs as rental clerk, funeral attendant, pet shop salesperson, cemetery director, leasing agent, kennel operator and beauty shop manager.

Petroleum Marketing. Offers instruction in the various marketing tasks performed by employees in retail and wholesale firms that distribute petroleum products. Students are prepared for such careers as jobber, field representative, bulk plant manager, marketer, fuel agent, service station attendant and service station manager.

Real Estate Marketing. Centers on marketing tasks related to buying, selling, appraising, renting, managing and leasing residential and commercial property. Graduates may obtain such jobs as title clerk, right-of-way buyer, resident manager, appraiser, lease buyer, real estate agent, condominium manager and industrial development manager.

Recreation Marketing. Trains marketing personnel for businesses providing amusement, recreation, entertainment, sporting or sightseeing services. Graduates are prepared for such positions as booking agent, reservation agent, salesperson, buyer, golf club manager and theater manager.

Transportation and Travel Marketing. Emphasizes the efficient and effective movement of people and products through services provided by such industries as the airlines, trucking, freight and passenger railroads and shipping companies. Students are prepared for such career opportunities as airline attendant, rate clerk, ticket agent, cargo agent, stationmaster, travel agent, group tour sales manager and terminal manager.

Business Services Marketing. Prepares students to provide marketing services to other businesses, including sales, buying, marketing research, management and consulting, protective services, public relations, financial services, building maintenance, employment services and equipment rental and leasing. Graduates from these curricula are prepared for such opportunities as telephone surveyor, employment interviewer, auctioneer, liquidator, professional demonstrator, jobber, broker, sales consultant, store security designer and distributor.

Business Ownership (Entrepreneurship). Focuses on business location, finance, personnel management, purchasing, promotion and operations control. Students learn skills needed to own, operate and manage their own businesses.

If a community or school is not large enough to support a specialized curriculum in marketing, or if it is felt that a basic course in marketing concepts should be designed as a prerequisite for specialized programs, a general marketing curriculum may be developed. Such a curriculum will provide students with the knowledge, skills and attitudes needed for marketing employment in a variety of industry areas.

CLIENT GROUPS

Four distinct client groups are served through marketing and distributive education programs: the gifted, the handicapped, the disadvantaged and the general student. Given the differing learning styles and characteristics of students in each group, the instructional mode must be modified to accommodate those differences. The instructional strategies appropriate for blind students are considerably different from the strategies appropriate for teaching those who are deaf. A student with an eighth-grade reading level may achieve far more success if the instruction incorporates a liberal use of audio-visual media in contrast to the student with an I.Q. of 150 who much prefers the printed word. The instructional strategies selected for use in the classroom are also affected by the student's age, since the learning style of an adult varies significantly from that of a teenager.

Marketing and distributive education programs serve persons of diverse talents, abilities, interests, cultural backgrounds and ages. Youths and adults who have a career interest in marketing and who can benefit from the instructional program can find a place for themselves in marketing and distributive education.

Students who prepare for general merchandise retailing may take jobs as salespersons, department managers, buyers, display managers or merchandising managers. Department stores, variety stores and multi-line drug stores are among the firms hiring program graduates.

TYPES OF INSTRUCTION

Marketing and distributive education programs offer two major types of instruction—preparatory and supplementary.

Preparatory instruction is provided for persons who want to prepare for their first job in the field of marketing. It is available for high school students, out-of-school youths, high school graduates or adults interested in developing the skills, knowledge and attitudes necessary for gainful employment in marketing.

Students enrolled in preparatory programs are also members of the Distributive Education Clubs of America (DECA). A DECA chapter's program of activities is designed to complement the total instructional program and to enhance the employment potential of the students.

DECA is regarded as an integral part of the instructional program because it provides opportunities for students to demonstrate and refine competencies required in marketing occupations. Opportunities for leadership development are provided in a student-centered environment. A DECA-supported awards program recognizes student achievements in various areas of study. But perhaps DECA's greatest contribution is in motivating students to learn how to perform as leaders and how to cooperate as members of a team.

The broad purposes of DECA are symbolized by the four points of the diamond which form the DECA emblem: vocational understanding, civic consciousness, social intelligence and leadership development.

The chapter activities planned around these major purposes help to interpret marketing and distributive education programs to business people, faculty, parents and other students.

Supplementary instruction is part of the marketing and distributive education program for adults. It is offered to persons who are already employed in a marketing occupation but want to update their competencies or prepare for advancement to a position of increased responsibility. Adult distributive education programs are designed to prepare individuals for vertical advancement, such as from bank teller to bank cashier, or for horizontal transfer within an employment level, such as from buyer of women's ready-to-wear clothing to buyer of home furnishings.

Marketing and distributive education for adults provides a complete range of learning opportunities extending from short courses and seminars to comprehensive curricula covering a period of several years. Course offerings are frequently tailored to meet the needs of persons employed in specialized industries, such as food marketing, apparel and accessory sales, real estate, finance and credit services, food services and insurance.

Many supplementary instructional programs are designed to alleviate serious problems in the field of marketing and distribution. Courses have been designed to reduce losses due to bad checks ($8 billion dollars yearly) and losses due to internal and external theft ($9 billion dollars yearly). Supplementary instructional programs have also been developed to address such timely concerns as employee productivity, credit card fraud, time management, the development of entrepreneurship skills and management development for women.

ORGANIZATIONAL PLANS

Instructional programs in marketing and distributive education are operated under either a cooperative organizational plan, a project organizational plan or a combination of both.

Cooperative plan programs combine classroom instruction with alternating periods of on-the-job training in marketing occupations related to the student's career goal. The term "cooperative" reflects a working relationship between the educational institution and the marketing community. Training sponsors are carefully selected in the business firm to coordinate the learning experiences provided in the work setting. Training plans are developed cooperatively by the teacher-coordinator and the training sponsor to insure the development of required job skills. Students are paid and given academic credit for their occupational experience.

Project plan programs combine classroom instruction with supervised laboratory activities designed to help the student achieve his or her career goal. The laboratory experiences may include business simulations, work in a local business, or operation of a bookstore, food service business, motel, boutique, parts warehouse or student bank within the educational institution itself.

No matter which plan is used, the intended outcome is the same: to prepare youths and adults for selected careers in marketing.

DELIVERY SYSTEMS

Marketing and distributive education programs are not limited to any one type of educational institution. They are offered in a variety of settings so that youths and adults of all ages and in all communities may take advantage of the employment opportunities available to them. Programs may be offered in any of the following institutions, provided they are designed to conform to the institution's individual purposes, schedule and requirements.

Marketing and distributive education programs are offered in:

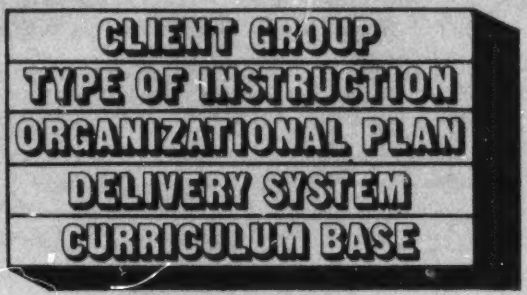
- Middle/junior high schools (The focus at this level is on an orientation to and exploration of career opportunities in marketing.)
- High schools
- Community colleges
- Technical institutes
- Area vocational-technical education centers
- Colleges and universities (lower division)
- Other (including correctional institutions, vocational rehabilitation centers, schools for the blind)

UNLIMITED PROGRAM DESIGN OPTIONS

More than 2400 different program designs can be offered in marketing and distributive education. The scope of programs in a given area is limited only by the imagination and expertise of program planners at the state and local levels. Keeping in mind local needs, interests and available

resources, the program planner must make a minimum of five critical decisions in "packaging" an individual program.

Critical Decisions in Program Design



1. Curriculum base (one of 22 options)
2. Delivery system (one of seven possibilities)
3. Organizational plan (one of two plans)
4. Type of instruction (one of two types)
5. Client group (one of four groups)

For example, a floristry program (curriculum base) offered in an area vocational-technical center (delivery system), using the project plan (organizational plan) as preparation for employment (type of instruction) for disadvantaged students (client group) must be designed and packaged far differently than any other type of marketing and distributive education program.

Another example of a different program design might be:

Curriculum base: Finance and Credit
Delivery system: Community College
Organizational plan: Cooperative
Type of instruction: Preparatory
Client Group: Gifted

Through various combinations of these dimensions, 2464 different programs may be created!

Creativity, flexibility and foresight are necessary requirements of the program planner if vocational educators are to assume responsibility for preparing individuals for the limitless career opportunities in the field of marketing. According to a recent edition of the *Occupational Outlook Handbook*, over 13 million new workers will be needed in marketing by 1985. Vocational educators are committed to working with business and industry by carefully designing programs today to meet the needs of tomorrow's workers.

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